



# Critter Coverings

Preschool

Field Trip Activity Guide

## NOTES FOR CHAPERONES

**Welcome to the Oregon Zoo!** Thank you for helping to make this field trip a success.

As a chaperone, please remember the following:

- Keep our animals safe. Remind students not to bang on the glass, yell at the animals, or throw things into the exhibit.
- Keep the group together. Your entire group should always be together – regardless of age and independence.
- Encourage curiosity and exploration. Help students learn and explore by asking questions that keep them involved; responding positively to their answers and ideas; and encouraging them to learn by observing.
- Keep students focused. Make sure students are participating in activities, and gently redirect them if they are having trouble focusing.
- Respect the zoo grounds. Make sure students don't litter, write on walls, climb on exhibits or do anything else that may damage property.
- Respect other visitors. Remind students that they will be sharing the zoo with many other people. Please take turns watching the animals, keep voices low and walk rather than run.

### First Aid

First Aid stations are located in the AfriCafe, the reception office at the zoo entrance, and the Administration building by the Education Center. Contact any uniformed employee for assistance.

### Lost Students

In the event that students are separated from your group, please notify a uniformed zoo employee or one wearing a nametag. Children should be instructed to do this as well. Please have a complete clothing and appearance description of the lost child(ren). Lost children will be taken to the zoo's main office at the front of the zoo. Inquire there for lost and found items as well.

### Recycling Stations

The zoo is strongly committed to sustainable living. On-grounds recycling stations are available for aluminum cans, juice bottles, glass containers, and other items. You can help the zoo save wildlife habitat by recycling these items whenever possible.

### Gift Shop

Students must be accompanied in the gift shop. Students without chaperones will be asked to leave.

# Eco Explorer Series – Pre-K



## STUDENTS IN MY GROUP

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_

5. \_\_\_\_\_
6. \_\_\_\_\_
7. \_\_\_\_\_
8. \_\_\_\_\_

We will meet for LUNCH at:

\_\_\_\_\_ am/pm

at: \_\_\_\_\_

We will meet to get on the BUS at:

\_\_\_\_\_ am/pm

at: \_\_\_\_\_



## Learning Targets

### Background

Animals come in a variety of colors and textures. They can be covered with fur, feathers, scales or a hard exoskeleton. An animal's body covering helps it to survive and is one of the ways you can tell different groups of animals apart. For example:

- Birds have feathers that help them fly
- Mammals have fur or hair (even though sometimes just a little bit) that keep them warm
- Reptiles have dry scales (unless they spend time in water) that act like armor to keep them safe
- Insects and spiders have hard exoskeletons that also like armor

### As a result of this field trip, I will be able to:

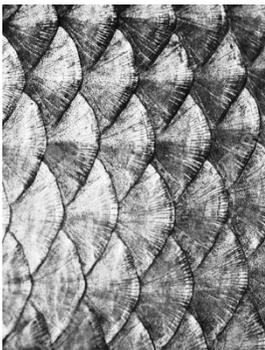
- Use observation skills to describe four different body coverings.
- Sort animals by their body covering.
- Name one way an animal uses its body covering.

### Activity

Chaperones: As you walk around the zoo, encourage students to take a close look at what the animals are "wearing." Ask students if the animal is covered in fur, feathers, scales or a hard exoskeleton? Use the table below to record their observations.

### My body is covered in:

#### Scales



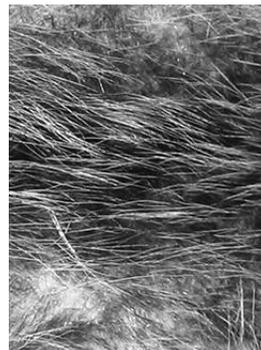
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#### Fur



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#### Feathers



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#### Exoskeleton



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